



# Supporting School District Use of Evaluation Data

A Convening Presentation and Sample Human Capital District-Focused Report from Tennessee

July 2015

In early 2015, the Reform Support Network brought together State department of education leaders from Colorado, Delaware, New Jersey and Tennessee to discuss strategies for refining and sustaining high-quality educator evaluation systems. During the convening, representatives from the Tennessee Department of Education (TDOE) explained how the State shares evaluation data with districts to help them make strategic decisions about human capital issues. TDOE created a “human capital report,” a district-specific report that provides data on a range of human capital metrics, including the percent of teachers whose growth scores do not align with their observation rating, teacher attrition by level of effectiveness and new hires by level of effectiveness. Following each metric, the report asks districts a series of guiding questions to help them analyze the data and identify next steps. Included here is TDOE’s presentation from the meeting, along with a sample report for a mock district. States can use these materials to reflect on how they are helping districts use evaluation data to more effectively manage their human capital.



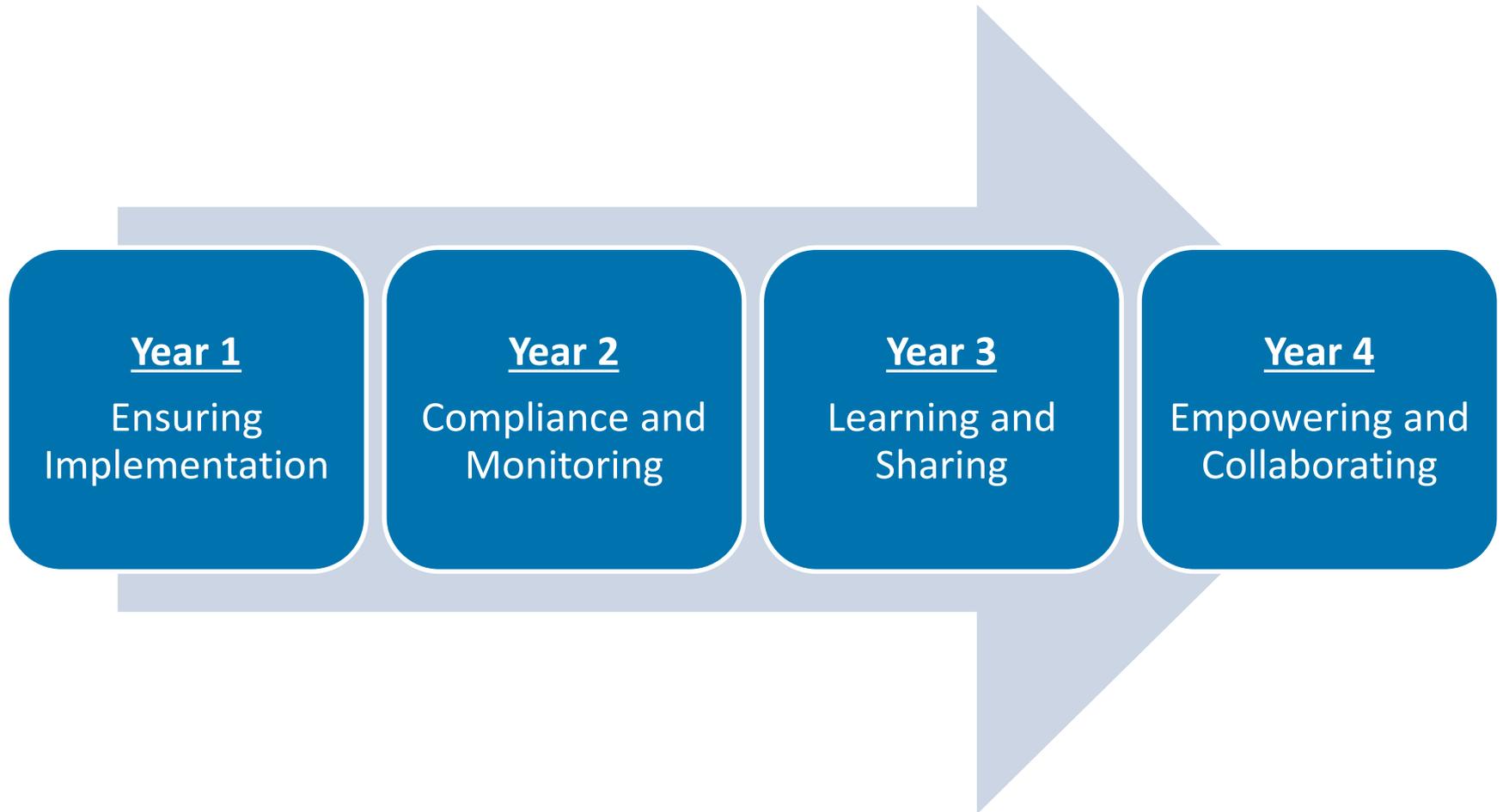
Appendix A –  
Tennessee Presentation:  
Using Evaluation Data to Empower District Decision Making



# Using Evaluation Data to Empower District Decision Making

April 2, 2015

# Changing the State Role



# Human Capital Report

- Goal: More intentionally connect evaluation data with other human capital metrics to provide districts with actionable, thought-provoking data
- Compiled using 2013–2014 evaluation data
- Range of human capital topics, including:
  - Evaluation
  - Growth and Development
  - Retention
  - Hiring
- Includes data that districts have seen, as well as new metrics
- Paired with a self-assessment tool to ensure the data are actionable

# Rollout

- Previewed the first draft with 20 districts in fall 2014
- Met with regional directors and evaluation coaches, who will be delivering the data, multiple times to develop plan for sharing
- Three-pronged approach:
  - One-on-one conversations with each district
  - Study council or Professional Learning Community (PLC) session
  - Direct email to director of schools

# Report Summary

- Includes multiple tables, each followed by some guiding questions for further thought:
  - Distribution of scores
  - Alignment between individual growth scores and observation scores
  - **Change in individual growth scores from 2012–2013 to 2013–2014**
  - **Persistently high versus persistently low performing teachers**
  - **Teachers who left district by level of effectiveness**
  - Teachers who moved within district by level of effectiveness
  - **New hires by level of effectiveness**
  - Level 1 observation hours

# Change in Individual Growth Scores from 2012–2014 to 2013–2014

		<b>2013–2014 Individual Growth Scores</b>				
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>2012–2013 Individual Evaluation Composites</b>	<b>1</b> (20 teachers)	20.0% (4)	25.0% (5)	5.0% (1)	40.0% (8)	10.0% (2)
	<b>2</b> (50 teachers)	40.0% (20)	0.0% (0)	20.0% (10)	0.0% (0)	40.0% (20)
	<b>3</b> (40 teachers)	5.0% (2)	5.0% (2)	10.0% (4)	30.0% (12)	50.0% (20)
	<b>4</b> (50 teachers)	0.0% (0)	10.0% (5)	20.0% (10)	20.0% (10)	50.0% (25)
	<b>5</b> (100 teachers)	15.0% (15)	10.0% (10)	5.0% (5)	20.0% (20)	50.0% (50)

# Persistently High Versus Persistently Low Performing Teachers

	Persistently Low Performing	Persistently High Performing
District	8.2% (4 out of 49)	30.6% (15 out of 49)
State	8.9% (1,331 out of 14,924)	45.3% (6,757 out of 14,924)

# Definitions

- **Persistently high performing:** A teacher who has three years of individual growth with a sum greater than or equal to 13.
- **Persistently low performing:** A teacher who has three years of individual growth with a sum less than or equal to four.

## Teachers Who Left District Based on 2013–2014 Overall Level of Effectiveness

Overall Level of Effectiveness	Total Teachers	Total Teachers Retained in District	Total Teachers Who Left	Moved Districts	Not Rostered
<b>1</b>	12	9	3	1	2
<b>2</b>	71	58	13	5	8
<b>3</b>	79	72	7	3	4
<b>4</b>	50	43	7	3	4
<b>5</b>	24	21	3	1	2

**Teachers who moved from your district went to:** District A (4), District B (3), District C (3), District D (1), District E (2)

## New Hires in 2014–2015 Based on 2013–2014 Overall Level of Effectiveness

	<b>District: Total Teachers</b>	<b>District: Percent of Teachers</b>	<b>State: Percent of Teachers</b>
<b>Newly Hired in Tennessee</b>	15	15.0%	45.3%
<b>Level 1</b>	5	5.0%	5.0%
<b>Level 2</b>	10	10.0%	5.4%
<b>Level 3</b>	20	20.0%	12.3%
<b>Level 4</b>	10	10.0%	15.4%
<b>Level 5</b>	40	40.0%	16.6%
<b>Total New Hires</b>	100	100.0%	100.0%

# Self-Assessment Tool

- Groups the tables into parts of the human capital continuum:
  - Evaluation Implementation
  - Development and Professional Learning
  - Retention
  - Hiring and Selection
- Gives rationale for why each component is important
- Asks districts to rate their level of proficiency on a series of statements
- Provides a matrix to help districts decide where they want to focus
- Provides potential strategies for next steps and improvement

# Case Study: Mid-Sized Rural District

- Based on these tables:
  - What are some promising or troubling trends you see?
  - What human capital decisions would you be able to make based on the data in these tables?
  - What additional information might you need?
  - If you were this district, what next steps would you take in regards to these data?

# Case Study: Large Urban District

- Take a look at tables 3, 4, 5, and 7:
  - What are some promising or troubling trends you see?
  - What human capital decisions would you be able to make based on the data in these tables?
  - What additional information might you need?
  - If you were this district, what next steps would you take in regards to these data?

# Next Steps

- District follow-up:
  - **Regional directors will track districts' levels of engagement with the tools.**
  - Our division will reach out to districts with high levels of engagement to learn about what next steps they took.
  - We will compile practices and share out.
  
- Incorporate in data system:
  - Featured report to populate homepage at different times of the year

# Challenges

- Deciding what data to include
- Making the data actionable
- Valuing the input of multiple stakeholders
- Automating the generation of reports
- Ensuring follow-up

# Contact Information

- Paul Fleming, Interim Assistant Commissioner of Teachers and Leaders, Tennessee Department of Education
  - [Paul.Fleming@tn.gov](mailto:Paul.Fleming@tn.gov)
- Courtney Seiler, Deputy Director of Evaluation, Tennessee Department of Education
  - [Courtney.Seiler@tn.gov](mailto:Courtney.Seiler@tn.gov)



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## Appendix B – Tennessee Sample Human Capital Data Report

## Human Capital Data Report Mock District

This Human Capital Data Report was compiled using 2013-14 data and covers a range of human capital topics, including evaluation, retention, and hiring data. It includes data previously shared via the fall Evaluation Completion Reports, but also incorporates new metrics not previously available. This report is intended to be used in coordination with the Human Capital Self-Assessment Tool which is designed to aid in data analysis, present possible strategies for improving human capital management, and aid in prioritizing implementation of those strategies.

### Section I: Evaluation

**Table 1: Distribution of Scores**

	Teachers w/ Data	Percent 1s	Percent 2s	Percent 3s	Percent 4s	Percent 5s
<b>Overall Level of Effectiveness</b>	100 of 100	10.0%	30.0%	20.0%	10.0%	30.0%
<b>Overall Level of Effectiveness (State)</b>		0.8%	11.2%	25.2%	31.5%	31.3%
<b>Observation Average</b>	100 of 100	10.0%	20.0%	10.0%	30.0%	30.0%
<b>Observation Average (State)</b>		0.3%	2.7%	22.4%	43.3%	31.3%
<b>Growth Score: All Teachers</b>	100 of 100	10.0%	10.0%	30.0%	20.0%	30.0%
<b>Growth Score: All Teachers (State)</b>		22.5%	9.0%	19.4%	10.6%	38.5%
<b>Growth Score: Teachers w/ Individual Growth</b>	100 of 100	10.0%	30.0%	10.0%	30.0%	20.0%
<b>Growth Score: Teachers w/ Individual Growth (State)</b>		19.7%	9.6%	24.2%	11.5%	35.1%
<b>Achievement Measure</b>	100 of 100	10.0%	10.0%	30.0%	20.0%	30.0%
<b>Achievement Measure (State)</b>		10.6%	5.9%	17.7%	15.8%	50.1%

**Guiding Questions:**

1. Is this the distribution you expected?
2. Do you see any measures that seem out of line with the rest of the measures? If so, why do you think this may be?
3. Do you anticipate this distribution changing notably this school year? If yes, why? If no, why not?
4. How does your district's distribution compare to the distribution at the state level? Why do you think this may be?

**Table 2: Alignment between Individual Growth Scores and Observation Scores**

Number of Teachers with Observation Scores and Individual Growth Scores	District Average Percent Aligned or within Two Levels	District Average Percent Misaligned by Three or More Levels	State Average Misaligned by Three or More Levels
40 out of 50	90.0%	10.0%	12.5%

**Guiding Questions:**

1. Are you concerned about the level of misalignment in your district? Why or why not?
2. Can you identify why there might be a discrepancy between individual growth and observation scores?
3. Do you have some schools where misalignment might be more of an issue than others? If so, what are you doing to combat misalignment in those schools?
4. Are you concerned about the quality of feedback teachers are receiving? Are you more concerned about this in your schools with higher rates of misalignment?

## Section 2: Growth and Development

**Table 3: Change in Individual Growth Scores from 2012-13 to 2013-14**

In this chart, cells highlighted in green represent teachers whose individual growth score improved between 2012-13 and 2013-14. Also highlighted in green is the cell showing teachers who maintained an individual growth score of 5 between 2012-13 and 2013-14.

		<b>2013-14 Individual Growth Scores</b>				
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>2012-13 Individual Growth Scores</b>	<b>1</b> 20 teacher(s)	5.0% (1)	25.0% (5)	10.0% (2)	10.0% (2)	50.0% (10)
	<b>2</b> 10 teacher(s)	20.0% (2)	10.0% (1)	20.0% (2)	40.0% (4)	10.0% (1)
	<b>3</b> 50 teacher(s)	20.0% (10)	0.0% (0)	20.0% (10)	20.0% (10)	40.0% (20)
	<b>4</b> 10 teacher(s)	0.0% (0)	0.0% (0)	0.0% (0)	40.0% (4)	60.0% (6)
	<b>5</b> 5 teacher(s)	0.0% (0)	0.0% (0)	40.0% (2)	0.0% (0)	60.0% (3)

**Guiding Questions:**

1. Did more of your teachers improve their individual growth scores than not?
2. Which group of teachers were you most effective at growing?
3. Are there any district-wide practices that have led you to be more effective at moving some groups of teachers?
4. Do you know which teachers had big growth score changes and why?  
(NOTE: This change could be in either direction and may be related to changes in grade and subject taught.)

### Section 3: Retention

**Table 4: Persistently High vs. Low Performing Teachers**

	Persistently Low Performing	Persistently High Performing
<b>District</b>	25.0% (5 out of 20)	75.0% (15 out of 20)
<b>State</b>	8.9% (1,331 out of 14,924)	45.3% (6,757 out of 14,924)

There are many ways to define to persistently high and low performing teachers, for the purpose of this report they are defined as follows:

***A persistently high performing teacher is defined as a teacher who has three years of individual growth with a sum greater than or equal to thirteen (13).*** For example, a teacher who scored a 4 in 2011-12, a 4 in 2012-13, and a 5 in 2013-14 would have a sum of 13, making this teacher persistently high performing. To be considered persistently high performing, a teacher had to have an individual growth score of 5 for at least one year, and could not have received an individual growth score of 2 in any of the three years.

***A persistently low performing teacher is defined as a teacher who has three years of individual growth with a sum less than or equal to four (4).*** A teacher who scored a 1 in 2011-12, a 2 in 2012-13, and a 1 in 2013-14 would have a sum of 4, making this teacher persistently low performing. To be considered persistently low performing, a teacher could not have received an individual growth score of 3 in any of the three years.

**Guiding Questions:**

1. Is this distribution what you would expect?
2. Do you know who these teachers are?
3. Do your persistently high performing teachers know who they are?
4. Do you have any recognition or retention practices in place, specifically for teachers who have demonstrated strong performance over time?
5. Do you have any practices in place to develop and support your persistently low performing teachers?

**Table 5: Teachers who Left District Based on  
2013-14 Overall Level of Effectiveness**

Overall Level of Effectiveness	Total Teachers	Total Teachers Retained	Total Teachers who Left	Moved Districts	Not Rostered <sup>1</sup>
1	10	2	8	2	6
2	15	7	8	1	7
3	12	1	11	0	11
4	10	8	2	2	0
5	6	5	1	0	1

➤ **Teachers who moved from your district went to:** District A (3), District B (2)

**Guiding Questions:**

1. Are you retaining your high performing teachers at a higher rate than your low performing teachers?
  - a. If so, how are you accomplishing that?
  - b. If not, why do you think this might be and what could you do to change it?
2. What is the primary reason teachers are exiting your district?
3. Are teachers exiting your district to go to other districts at a rate that is concerning?
4. Which districts are your teachers leaving for and why? Are these the districts you would have expected?

<sup>1</sup> Teachers may fall into this category for a number of reasons, including but not limited to: retirement, exiting the profession, exiting the state, maternity leave, medical leave, leave of absence.

**Table 6: Teachers who Stayed in District but Moved Schools  
Based on 2013-14 Overall Level of Effectiveness**

Overall Level of Effectiveness	1	2	3	4	5
10 Teacher(s)	0	2	4	3	1

**Guiding Questions:**

1. Which teachers are moving schools within your district? High performing teachers or low performing teachers? Why is this?
2. Is the movement of high performing teachers resulting in better access to great teachers for low performing students?
3. Do you know which schools are recruiting teachers from within the district and why?
4. Why do you think teachers are accepting these within district transfers (Ex. school culture, teacher leader opportunities, other leadership opportunities, physical location, etc.)?

## Section 4: Hiring

**Table 7: New Hires in 2014-15 Based on 2013-14 Overall Level of Effectiveness**

	District: Total Teachers	District: Percent of Teachers	State: Percent of Teachers
<b>Newly Hired in Tennessee</b>	40	80.0%	45.3%
<b>Level 1</b>	0	0.0%	5.0%
<b>Level 2</b>	2	4.0%	5.4%
<b>Level 3</b>	1	2.0%	12.3%
<b>Level 4</b>	1	2.0%	15.4%
<b>Level 5</b>	6	12.0%	16.6%
<b>Total New Hires</b>	50	100.0%	100.0%

➤ **Teachers who moved to your district came from:** District A (7), District B (3)

### **Guiding Questions:**

1. Where are you getting most of your new teachers? Why is this?
2. Do you have a robust support system for teachers who are new to teaching in Tennessee?
3. From which district do most of your new teachers come?
4. Did you ask teachers to share previous evaluation data as part of your hiring process? If yes, what information did they share? If no, why did you not ask for this information?
5. What recruitment strategies do you have in place to insure you are attracting high performing teachers?

**Table 8: Level 1 Observation Hours Breakdown**

Task	Total Hours
Initial Coaching Conversation	0.5
Announced <sup>2</sup> Observation 1	2.0
Unannounced <sup>3</sup> Observation 1	1.5
Announced Observation 2	2.0
Unannounced Observation 2	1.5
Summative Conference	0.5
<b>Total</b>	<b>8.0</b>

**Table 9: Level 1 Observation Hours 2014-15<sup>4</sup>**

	Total Teachers	Percent of Teachers	Observation Hours	Total Hours
<b>District: Level 1</b>	5	3.8%	8 per teacher	40

**Guiding Questions:**

1. Does this align with the amount of support you are prepared to provide to struggling teachers?
2. How are these hours of work distributed amongst your evaluation team?
3. What additional supports are you providing to these teachers outside of the required minimum?
4. What percentage of these teachers do you anticipate improving based on this support? (*NOTE: It may be helpful to look at the chart on pg. 4.*)

<sup>2</sup> *Announced Observation*: Pre-Conference-0.5 hrs., Observation-1 hr., Post-Conference-0.5 hrs.

<sup>3</sup> *Unannounced Observation*: Observation-1 hr., Post-Conference-0.5 hrs.

<sup>4</sup> A teacher is on the Level 1 track if he or she received a 1 on individual growth or Overall Level of Effectiveness.

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